

Grade and Content Area	Kindergarten Reading
Lesson Title	Oral Rhymes
GLEs/GSEs	R-K-9.5 Demonstrates phonemic awareness and applies phonological knowledge and skills by... Recognizing pairs of rhyming words
Context of the Lesson	<p>According to the <i>Put Reading First</i> publication developed by the Center for the Improvement of Early Reading Achievement (CIERA) with funding provided by the National Institute for Literacy (NIFL), phonological awareness is a broad term that includes phonemic awareness. In addition to phonemes, phonological awareness activities can involve work with rhymes, words, syllables, and onsets and rimes. Phonemic awareness is the ability to notice, think about, and work with the individual sounds in spoken words.</p> <p>Considered by researchers to be a good predictor for early reading success. Phonemic awareness should be taught to children and that such teaching has a positive effect on early reading acquisition.</p> <p>This lesson will focus on the phonological awareness task of Rhyming. Rhyming is the awareness that some words differ only by the initial sound and demonstrated by an ability to match words that have the same ending sound. This whole group lesson will be 20-25 minutes.</p>
Opportunities to Learn	<p>Materials</p> <ul style="list-style-type: none"> • Hoberman, M.A., and Westcott, N.B. (1998). <i>Miss Mary Mack</i>. New York, NY: Little, Brown & Company. • 10 sets of pictures cards (some rhyming pairs/some not rhyming pairs) Some suggestions for rhyming pictures are: cat/hat, rain/chain, bear/chair, rake/cake, ant/plant, car/star • Individual laminated picture pieces (magnetic tape on the back) • A written text to be read by the teacher <p>Professional Resources</p> <p>Armbruster, B. B., Lehr, F., & Osborn, J. (2001). <i>Put Reading First: The Research Building Blocks for Teaching Children to Read</i>. Washington, DC: Partnership for Reading. Retrieved May 25, 2006, from http://www.nifl.gov/nifl/partnershipforreading/publications/PFRbooklet.html</p> <p>Classroom Environment</p> <p>All students are sitting on the mat and there is full class participation. All students are encouraged to participate. A non-threatening environment that encourages risk-taking is necessary. Reinforce rules, give all students a</p>

Opportunities to Learn Continued	<p>chance to respond, and remind students about “one voice” (classmates speak with one person talking at a time while the others listen with their eyes and ears). During the second part of the whole group lesson, reassure students that everyone will have a turn to add a rhyming piece to the story picture.</p> <p>Depth of Knowledge <i>Level 1 – Recall of information</i> Students will be able to listen for rhyming words in a text and identify pairs of rhyming words.</p>
Objectives	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Recognize two words and tell whether they rhyme or not. • Listen to a sentence and orally complete the last word with an appropriate rhyming word.
Instructional Procedures	<p>Opening</p> <ol style="list-style-type: none"> 1. Begin the lesson with the story <i>Miss Mary Mack</i>. Ask what they hear when the words are read. Focus on the rhyming words. Mack/back, high/sky, cents/fence. Identify the words as rhyming words (words that sound the same at the end). Read the story a second time and, in unison, have the students fill in the rhyming word. <p>Engagement</p> <ol style="list-style-type: none"> 1. Next, tell the students you are going to hold up two pictures. If they rhyme, the students respond with “thumbs-up.” If they do not rhyme, students respond with a “thumbs-down.” 2. The second phase of the lesson is the completion of a rhyming story, which creates a story. Identify all the pieces to be used to “create a rhyme” picture. Tell the students that they are going to create a picture on the board using these pieces. Explain that it will be done several times so everyone gets a chance to participate. 3. Read the “create a rhyme” story. Have the students come to the board and place the missing rhyming picture in the correct spot. 4. Repeat the story, making sure students get different pictures. <p>An Example of a Create a Rhyme Story</p> <p>Directions: Display the pieces needed to create the picture. Ask the students to name each picture piece. Then on a large magnetic board have the students put up the pieces corresponding to the rhyme.</p> <ol style="list-style-type: none"> 1. Just for fun, put up the <u>SUN</u>. 2. If you see a mouse, put up the <u>HOUSE</u> 3. So you don’t get stung by a bee, put on the <u>CHIMNEY</u> 4. If you can sew, put on one <u>WINDOW</u> 5. If you can count to four, put on the <u>DOOR</u>

Instructional Procedures Continued	<ol style="list-style-type: none"> 6. If you see a bow, put on another <u>WINDOW</u> 7. Climb the tower, put up the <u>FLOWER</u> 8. If you can count to three, put up the <u>TREE</u> 9. You need power, to put up another <u>FLOWER</u> 10. If you have five cents, put up the <u>FENCE</u> 11. You need a glass, to put up the <u>GRASS</u> 12. If you see a tree, put up the <u>BEE</u> 13. If you would like a toy, put up the <u>BOY</u> 14. If you are tall, give him a <u>BALL</u> 15. If you wear a hat, put up the <u>CAT</u> 16. If you can give yourself a hug, put up the <u>BUG</u> <p>5. Ask students to take the story apart by having them remove the rhyming picture as they complete the sentence with the appropriate rhyme.</p> <p>Closing</p> <ol style="list-style-type: none"> 1. Review by re-stating what it means if two words rhyme. 2. Use the pairs of rhyming pictures to have students transition to the next classroom activity.
Assessment	<p>Teacher observation/anecdotal notes</p> <ol style="list-style-type: none"> 1. During the “thumbs up, thumbs down” activity were students able to hear the rhyming pairs? 2. Were the students able to complete the “create a rhyme” picture using the correct picture pieces?
Reflections	<p><u>Student Work:</u> <i>All samples provided below were based on the kindergarten WOW rubric</i></p> <p>Student #1a (Approaching Proficiency): During the “thumbs-up, thumbs-down” activity this student made many errors when listening for rhyming pairs. She/He also needed assistance when it came time to add her/his rhyming picture to the storyboard. This student is below proficiency and needs more explicit instruction in rhyming.</p> <p>Student #1b (Approaching Proficiency): During the "thumbs-up, thumbs-down" activity this student made some errors and was unsure of herself/himself. When it came time to put her/his rhyming picture on the story board, s/he was willing to try but needed some reassurance that he was correct.</p>

Student #2 (Proficient):

During the “thumbs-up, thumbs-down” activity and the “create a rhyme” activity, this student was able to identify rhyming pairs. This student was also able to put the correct rhyming picture on the storyboard without any assistance from the teacher.

Student #3 (Exceeds Proficiency):

During the “thumbs-up, thumbs-down” activity and the “create a rhyme” activity, this student correctly identified rhyming pairs. This student was also able to correctly add rhyming picture pieces to the story board without hesitation. This student responded very quickly and helped other students who were having some difficulty.

Lesson Implementation

The lesson objectives related to the GLE were met. Students were able to recognize pairs of rhyming words when listening to a story, match rhyming pictures and complete a “create a rhyme” story. The assessment was informative yet informal. A formal assessment will be given in May using PALS (Phonological Awareness Literacy Screening).

The effectiveness of the lesson was evident through the enthusiastic student participation. All students were able to participate and feel successful.

Based on my observations, I believe that most students have a basic understanding of rhyming. All students will need future instruction in producing rhyming pairs.

This lesson reaffirmed the importance of phonological awareness and phonemic awareness in learning to read. It reinforced what research is saying about the fact that phonological and phonemic awareness can and should be taught. However, I need to keep in mind that some students will need more instruction than others. Students needing additional instruction should work in small groups with the teacher or teacher assistant.

WOW

Kindergarten Rubric

WOW!!

I understood.
I followed directions.
I got the right answers.
I did more than what was asked
of me.

WOW

I understood.
I followed directions.
I got the right answers.



I understood.
I followed directions.
I made a few mistakes.



I followed some directions.
I made some mistakes.
I tried, but I needed some help.



This is hard.
I do not understand the
directions.
I needed help.
I'm confused.